

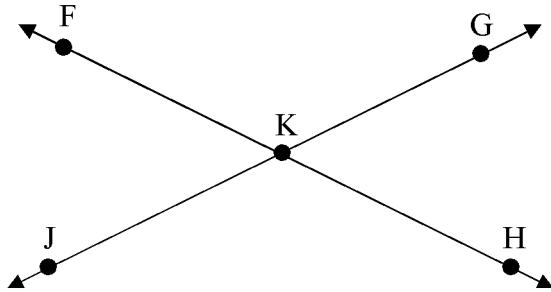
LITTLE ROCK

Math / Grade 5 / Geometry Assessment

Name _____

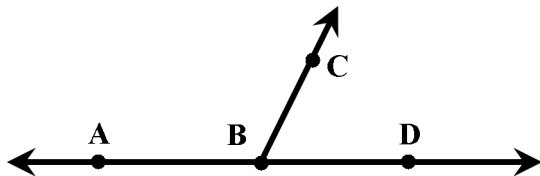
Teacher _____ Period _____

1. Mia was asked to draw adjacent angles. She drew the following diagram.



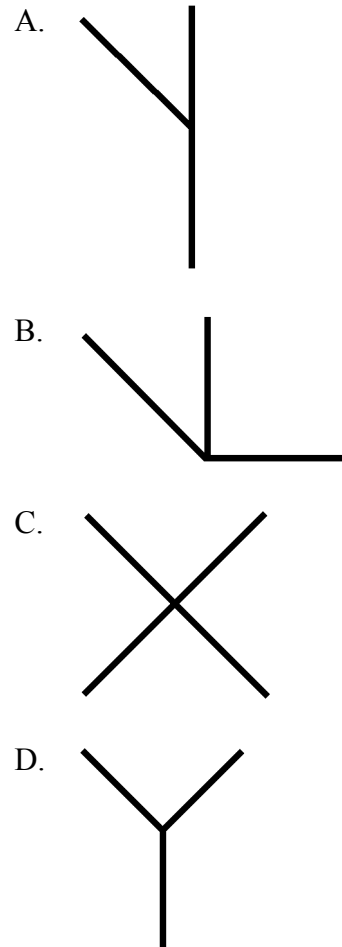
Which two angles are adjacent angles?

- A. $\angle FKG$ and $\angle JKH$
 - B. $\angle GKH$ and $\angle FKJ$
 - C. $\angle FKG$ and $\angle HKG$
 - D. $\angle JKF$ and $\angle HKG$
2. Look at the drawing below. Which statement is true about the drawing?



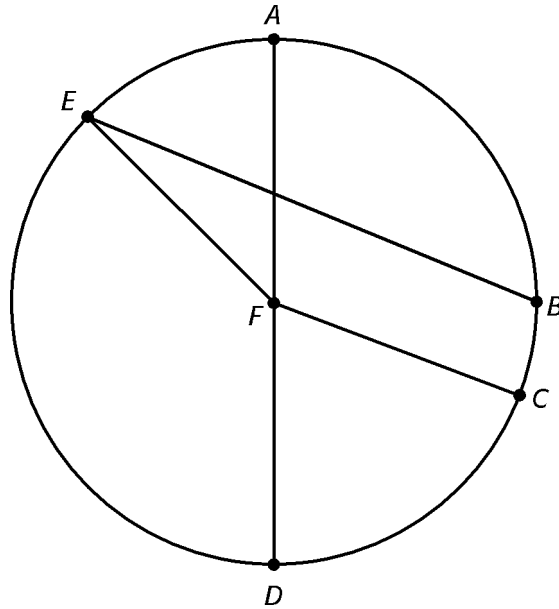
- A. Point C is a vertex of an angle.
- B. $\angle ABC$ and $\angle CBD$ are adjacent angles because they have a common vertex and a common ray.
- C. $\angle ABC$ and $\angle CBD$ are adjacent angles because they are both made up of rays.
- D. $\angle ABC$ and $\angle CBD$ are not adjacent angles because they are not the same size.

3. Which figure below has 1 obtuse angle, 1 acute angle, and 1 right angle?



MATH OPEN-RESPONSE ITEM A

- A. Mr. Thomas drew circle F and labeled the points and line segments as shown.



1. Name 2 line segments that are chords of circle F .
2. Which is the longest chord of circle F ? Use words, numbers, and/or pictures to explain how you determined your answer.
3. What point on the circle must be included to name a radius? Use words, numbers, and/or pictures to explain how you determined your answer.

BE SURE TO LABEL YOUR RESPONSES 1, 2, AND 3.

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Student Answer Document / Grade 5 / Geometry Assessment

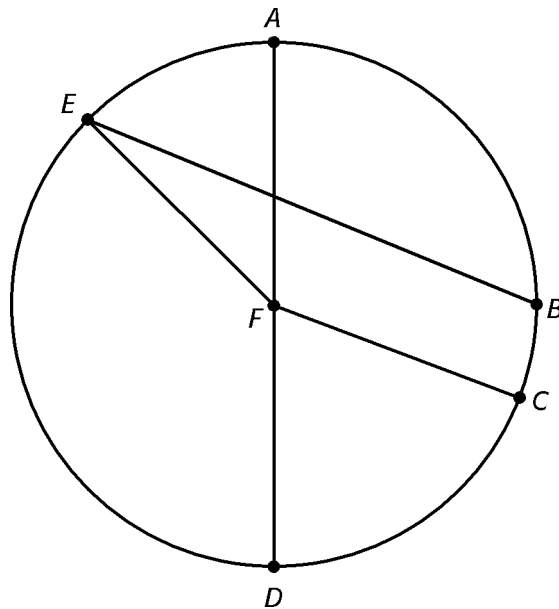
Name _____

Teacher _____ Period _____

A

MATH OPEN-RESPONSE ITEM A (G.8.5.3)

A. Mr. Thomas drew circle F and labeled the points and line segments as shown.



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BE SURE TO LABEL YOUR RESPONSES 1, 2, AND 3.

RUBRIC FOR MATH OPEN-RESPONSE ITEM A (G.8.5.3)

Score	Description
4	The student earns 4 points. The response contains no incorrect work.
3	The student earns 3–3½ points.
2	The student earns 2–2½ points.
1	The student earns ½–1½ points, or some minimal understanding is shown.
0	The student earns 0 points. No understanding is shown.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

Solution and Scoring

Part	Points
1	<p>1 point possible</p> <p>1 point: Correct answer: \overline{AD} and \overline{EB} (correct segment notation is not required)</p> <p>OR</p> <p>½ point: 1 correct answer: \overline{AD} or \overline{EB}</p> <p>Note: No credit is given if more than 1 incorrect answer is included.</p>
2	<p>1½ points possible</p> <p>1½ points: Correct answer: \overline{AD}</p> <p>Correct procedure shown and/or explained.</p> <p>Give credit for the following or equivalent:</p> <p>Ex: “\overline{AD} It’s the diameter and the diameter is the longest chord”</p> <p>Ex: “\overline{AD} because it goes thru the middle”</p> <p>OR</p> <p>1 point: • Correct answer: \overline{AD}</p> <p>Incorrect or no procedure is shown and/or explained</p> <p>or</p> <p>• Incorrect or no line segment is given.</p> <p>Correct procedure shown and/or explained</p>
3	<p>1½ points possible</p> <p>1½ points: Correct answer: Point F.</p> <p>Correct procedure shown and/or explained.</p> <p>Give credit for the following or equivalent:</p> <p>Ex: “Point F is the center and the radius goes from the center to the circle”</p> <p>Ex: “Point F is in the middle”</p> <p>OR</p> <p>1 point: • Correct answer: Point F</p> <p>Procedure is incomplete, incorrect or missing</p> <p>or</p> <p>• Answer is incorrect or missing.</p> <p>Correct procedure is shown and/or explained</p> <p>OR</p> <p>½ point: A correct radius is given: \overline{AF} and/or \overline{CF} and/or \overline{DF} and/or \overline{EF}</p> <p>Note: No credit is given if an incorrect radius is included.</p>

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Math / Grade 5 / Geometry Assessment
Answer Key and Alignment

<u>Answer</u>	<u>Source</u>	<u>SLE</u>	<u>CC-Standard</u>
1. C	TLI	G.8.5.2a	4.MD.7(B)
2. B	TLI	G.8.5.2a	4.MD.7(B)
3. B	TLI	G.8.5.2b	